**CSU Channel Islands Graduation Initiative 2025 Campus Plan: April 28, 2017**

1. **Additional Detail on September 2016 Plan**

Emphasis on student success is a hallmark of CSU Channel Island’s mission to focus on serving the needs of our students. The results of that focus are evident in the graduation rates reported for CSUCI’s students in recent years and in the University’s recent selection by the Foundation for Student Success to serve as a national model to assist other institutions seeking to improve outcomes for underrepresented students. Since the submission of the CSU Channel Islands Interim campus plan in September 2016, the campus engaged in an extensive student success planning effort that involved all campus constituencies. A Graduation Initiative 2025 Committee was formed to create a plan and monitor progress towards achieving our campus goals. This committee was charged with developing a broadly inclusive and evidence-based campus process. This report actually represents the Executive Summary of what will be a detailed and thoroughly documented CI Student Success Plan being prepared by the Graduation Initiative 2025 Committee. We are modeling our larger report after an effort at the University of Nevada Reno that sought not only to document the concrete planning goals of the institution, but to also include human stories behind the data of student successes and challenges that directly impact progress toward degree.[[1]](#footnote-1) The final report will be widely shared as part of the ongoing communications to engage and inform the campus community about the goals and challenges surrounding the Graduation Initiative 2025.

Since the initial report in September 2016, CSU Channel Islands has continued to take significant steps to improve student success and increase graduation rates. These include the hiring of 19 tenure track faculty (a projected 14% increase over 16-17) who will join the campus in fall 2017. With only modest funded enrollment growth in the current year and no funded enrollment growth planned for the coming year, the campus still increased the number of course sections offered to students from an annual average of 1311 in 15-16 to 1391 in the current year (a 6% increase) and a projected 1450 in the coming academic year (a 4% increase). One-time resources from the CSU permitted the hiring of a new professional academic advisor focused solely on facilitating the graduation process (increasing the number of professional advisers by 16%), as well as the addition of peer mentoring resources to assist students.

The Channel Islands planning process is data-driven, and through the process additional data requirements were identified and a plan for collecting needed information was formulated (discussed below). One important finding of our analysis of the data on the demographics, academic preparation, and fields of study of students at Channel Islands needs to be emphasized at the outset: we are a rapidly changing university. Change has been driven largely by successful efforts to build upon our status as a Hispanic Serving Institution (HSI) that values multicultural perspectives, and our strategic efforts to build and strengthen our Science, Technology, Engineering and Mathematics (STEM) programs.

CSU Channel Islands has been intentional about its need to serve and reflect the demographics of the region. The success of those efforts is evident in the fact that the campus student population has become much more reflective of our surrounding community in the past five years. Over the period 2011-2016, our student population has gone from a Latino/Hispanic enrollment of 30% to a Latino/Hispanic enrollment of 48%. The fact that the current freshmen class (2016) is 56% Latino/Hispanic reflects that this trend continues to increase. During that same time period, our rapid growth has been concentrated in the STEM fields. The growth in headcount of students majoring in the STEM disciplines has far outpaced Arts and Humanities programs, and other liberal arts majors. For example, during this time period the number of Chemistry majors increased by 89%, Biology majors by 108%, and Computer Science majors by 159%. At the same time our English major headcount has increased by a cumulative 6.6% over the time period, and the number of History and Art majors has only increased by about 3% each. These growth rates compare to Channel Islands’ overall headcount increase of nearly 58% demonstrating a fundamental change that will shape campus efforts to meet student success and graduation goals.

These demographic changes indicate that future graduates will look much different than the graduates captured in the baseline period being used by the Chancellor’s Office to assess our progress*.* Campus Graduation Initiative plans acknowledge changes in the student population and seek to address ways of meeting assigned targets in light of those changes.We therefore need to be cognizant of our changing student population in our plan, and in all of our student success efforts, and pay particular attention to the needs of our growing underrepresented and largely Latino population, as well as to the large growth in students who are majoring in the STEM disciplines. We have been successful in outreach to attract more Latino students, particularly in the sciences and mathematics to CI. Our continuing challenge is to improve retention rates, graduation rates, and college preparedness for these students.

Much of our focus must therefore be on ensuring that our campus is a welcoming place for underserved students and their families. The campus must continue and strengthen efforts to tailor services, curriculum, pedagogy and support systems for the students that we are attracting. STEM majors that typically have high unit counts and a disproportionate number of courses with high DFW rates are all among the majors with the lowest two year transfer and four year freshman graduation rates at CI and elsewhere. The campus needs to focus particular attention on removing barriers and identifying resources to support students in these majors that continue to attract a growing percentage of our students. The campus will need to examine its allocation of resources to support student success and to seek support from the CSU to permit the campus to achieve its goals.

While CSUCI has experienced success in addressing the issues facing campuses across the CSU with regard to helping underprepared students to be successful, we continue to experience these challenges, as 23% of our Latino first time freshmen were not retained for a second year at CI, compared to only 17% of white students who did not return for a second year in our most recent year where data are available. The percentage of our students who come to us not college ready in math and science has been steadily increasing and these students are much less likely to graduate on time. These students are disproportionately from underserved populations. In 2015 72% of our freshmen students needing remedial coursework were Latino. As a non-impacted campus which does not place barriers in the form of additional admission requirements, these challenges will continue to grow and highlight the need for the campus to seek additional resources to meet the needs of our student population.

**Data Needs**

Through the Graduation Initiative 2025 planning process, we realized that we do not collect sufficient information on our students, and we have limited information on those students who leave us before graduating. Currently we do not have sufficient information about why approximately 20% of our freshmen students do not return to Channel Islands for a second year. To remedy this, and through the expanded data capabilities funded by the first year of the graduation effort, we will conduct a Stop-Out survey of students who do not return in an effort to probe for patterns in our student attrition rates. We have embarked on an extensive collection and analysis effort described below to better understand our current students as well. Finally and most importantly, we will develop a better understanding of the needs of our underrepresented and underserved student populations. The demographic changes described above are only now being realized by many on campus, and we will use data to improve our efforts to tailor services and curriculum to the needs of our diverse students. There is a compelling need for more data on our underrepresented population and a realignment of campus services and curriculum and pedagogy to our particular students. Many of our recommendations spring from our perception of the needs of our changing demographic, but improved data and a true needs assessment of our students will tell us a great deal more.

**Action Steps**

The action steps detailed below are a synthesis and prioritization of pages of detailed recommendations produced by the four Graduation Initiative Subcommittees. The recommended steps are categorized by the four groups, in addition to a general category where a common theme emerged. The more detailed Student Success Plan will be developed in fall 2017. This plan will expand and elaborate on each of the steps included below, with specific metrics regarding evaluation criteria, funding needs and strategies to accomplish the goals.

***General Action Steps***

In addition to the specific findings of the subcommittees, there were several consistent themes that came through in all subcommittees and should be addressed accordingly.

The lack of childcare on campus has been well documented (see needs assessment at: <http://www.csuci.edu/caregivers/childcare.htm> ) and has tangible negative impacts on students and potential students who must often choose between the needs of family and school. To address, this the campus will explore means of making childcare resources available on campus.

CSUCI has many communications challenges which are exacerbated by a web-based information system that contains outdated and sometimes inaccurate information. The campus has taken steps to realign internal communication, including reorganizing its communications office, but needs to continue and strengthen efforts to improve the quality and timeliness of web and electronic communications.

Through the Ventura County P-20 Council (which includes key representatives from K-12, community colleges, governmental agencies and the business community) and efforts with faculty from partner community colleges CSUCI has led regional collaboration on academic readiness. More efforts in financial aid literacy and admissions outreach, mentoring and academic preparation are needed to address P-12 student pipeline barriers and continue strengthening the college going culture both on and off campus. A recent reallocation of staff assignments within the campus will support enhancements to these partnership efforts.

To meet the needs of our varied student population we need to provide improved access to classes and services at times that do not conform to the 9-5 workday. Better aligning classes and support services, offering weekend and evening hours for support services, expanding course offerings at times convenient to students, making additional online tools and resources available, continuing to provide additional online and hybrid course options, and expanding capacity in study spaces and computer labs will better serve the range of students on the campus.

The multiple locations and physical spread of student services on campus cause confusion and coordination issues for students and staff. A one-stop shop approach for many services and information is needed to remove physical and organizational barriers for many students. Campus plans for a Gateway Hall represent the physical capacity required to achieve many of the objectives of a one-stop facility to serve students on the campus.

Finally, CSUCI’s isolated location leads to issues of transportation cost and access problems for many students. The forthcoming campus Transportation Study provides an opportunity to improve physical access to the campus in partnership with the Ventura County Transportation Commission and other entities. Implementing a comprehensive approach to providing improved physical access to the campus would offer benefits to students, faculty and staff.

***Academic Recommendations***

Our student population of underserved students requires more hands-on direct contact than other populations, yet CSUCI currently has the lowest tenure track density in the entire CSU system, and an advisor to student ratio well below nationally recommended standards. As noted previously, the campus has made significant efforts to hire additional tenure track faculty. The campus should continue to prioritize hiring tenure track faculty and academic advisors to bring our campus in alignment with nationally recognized best practices.

Evidence shows that, for our student population in particular, High Impact Practices in teaching and learning are successful (some of which have been highlighted as model programs). The campus should continue and expand its support for HIPs including peer mentoring, undergraduate research and other practices where there is evidence that student success is positively impacted. As with direct instruction, sufficient numbers of tenure track faculty are required to plan and implement curricular changes and high impact practices that are directly tied to student success.

There are currently numerous curricular factors that cause students unnecessary delays and burdens. A realignment of our General Education pattern to be consistent with other CSUs would better serve our students. In addition, the campus should prepare to adopt changes to remedial coursework consistent with forthcoming changes in CSU policy to ensure that students have the opportunity to complete 30 units toward graduation by the end of their freshman year. Hiring a permanent Director of Undergraduate Studies, establishing school level curriculum committees, and strengthening the curriculum and articulation staff will assist with curricular and GE reform.

Many of our students struggle with the transition to the university. More attention needs to be given to academic coursework within and outside of the disciplines designed to assist students with the transition to CSUCI.

***Cultural Recommendations***

There is a strong need to increase culturally relevant practices and services for student and parents. For example, financial aid information and assistance can be incorporated into existing events designed for current and prospective students from Spanish speaking households and their families. In addition, key information on the university web site should be available in Spanish.

CSUCI should conduct a student needs assessment to determine the service needs of our diverse student population and tailor our services to those students accordingly. While the campus offers many opportunities for student engagement, it should continue to examine future opportunities to increase student retention through better connections to the campus and community.

Continuing to expand the quality and availability of diversity and equity training for faculty and staff including training on DACA and unconscious bias would help to strengthen the University’s efforts to better serve its diverse population.

Concrete steps should be taken to employ best practices to further increase faculty diversity in hiring and retention.

CSUCI should actively explore offering more courses and academic programs in Ethnic Studies.

***Financial Recommendations***

Textbooks cost the average CSUCI student an estimated $1,948 each year. CSUCI implemented its OpenCI effort to make available Open Educational Resources (OER) which has already saved students more than $400,000 in the cost of text materials. A modest additional investment aimed at educating CI faculty about less expensive textbook options and providing additional support to the redesign of classes to include less expensive (and potentially free) texts is recommended.

Unlike many of its peer institutions, CSUCI does not invest its institutional resources in student financial support. The campus should seek alternative sources of funding to facilitate summer session enrollment and explore the question of university general fund financial support for student financial aid in the context of the Graduation Initiative.

Student disenrollment for non-payment issues represent a continual struggle between the desire to keep qualified students enrolled in their classes, and the difficulties encountered when students are unable to pay for their studies. In recent years the university worked hard to improve timing and communication/notice of dropping students from classes. The campus community will benefit from a better understanding of these processes. CSUCI will continue to work on best practices in this area, finding ways to reduce or eliminate the number of students who cannot to attend due to non-payment issues.

Students encounter many roadblocks tied to working while attending the University. Strategies to reduce these obstacles might involve course scheduling/timing, locations, delivery format, on-campus employment options, and more active assistance in identifying part-time employers and summer work.

***Social/Student Engagement Recommendations***

As noted earlier, the campus recently initiated a reorganization of several areas including the communications function. Much work can be done to improve communication and outreach for campus events and organizations. Improved campus coordination, signage, information sharing and calendaring are all ways to help promote a sense of belonging on campus.

The Bell Tower Information Center was widely seen as an underutilized resource that should be improved through better signage and clearer communication of its role to the campus community.

Transfer students and commuter students are two groups that require additional focus. CSUCI should continue to look for opportunities to improve services and resources designed to assist transfer and commuter students in negotiating the university.

Providing current and accurate information about all campus services and resources is an important need for both students, faculty and staff.

The campus should continue to look for opportunities to improve the integration of social and co-curricular activities in academic programs to improve sense of belonging. Formal opportunities for coordination and collaboration across units and division are likely to improve the delivery of services to students and the campus community.

1. **Communication Plan**

The campus is engaged in an ongoing effort to identify and prioritize strategic initiatives that will guide the allocation of campus resources. As part of this effort, a campus-wide Graduation Initiative 2025 Committee was established with the following charge: 1) to develop the campus plan designed to achieve our graduation and achievement gap targets; 2) to assess progress towards meeting the plan’s ambitious goals; 3) to recommend policy and funding priorities based on the campus plan; 4) to coordinate data needs, data collection, and reporting requirements; and 5) to revisit the plan annually to make mid-course corrections. Members of the campus committee were appointed by Interim Provost Dan Wakelee, with Scott Frisch, Interim Associate Vice President of Academic Affairs for Academic Programs and Planning, chosen to lead the committee. Adding to the 21 appointed members of the committee, one of the early decisions of the committee was to maximize campus participation in the 2025 process by establishing four subcommittees open to all members of the campus community. An open call was sent to the entire campus community seeking participation in the process and all members of the full committee were encouraged to recruit subcommittee members. More than 120 faculty, staff, administrators and students participated in the subcommittee process, ensuring not only widespread buy-in for the effort, but also communicating its importance throughout the community.

Each of the four subcommittees (Academic, Cultural, Financial and Social) developed a process for identifying barriers to student success and timely graduation related to the general category of success impediment. Each subcommittee was then tasked with identifying potential strategies to reduce or eliminate the barriers to success and then finally each group was asked to prioritize those solutions for inclusion in this plan.

Members of the campus-wide committee are included below. Additional information on the subcommittee memberships, the subcommittee charges, and documents and evidence produced by the subcommittees may be found at the CI Graduation Initiative 2025 website: <http://www.csuci.edu/app/graduationinitiative2025.htm>

* Scott Frisch, Interim AVP for Academic Programs and Planning (Chair)
* Simone Aloisio, Professor of Chemistry (Senate Executive Committee Representative)
* Dottie Ayer, Special Assistant to the Vice President for Student Affairs
* Erik Blaine, AVP for Administrative Services, Division of Business and Financial Affairs
* Michael Bourgeois, Executive Director of Institutional Effectiveness
* Geoffrey Buhl, Associate Professor of Mathematics (Curriculum Committee Representative)
* Catherine Burriss, Associate Professor of Performing Arts (Fiscal Policies Committee representative)
* Hung Dang, AVP for Enrollment Management
* Cindy Derrico, AVP for Student Affairs, Housing and Residential Education and Associated Students, Inc.
* Toni DeBoni, AVP for Student Affairs and Dean of Students
* Colleen Harris, Librarian (General Education Committee Representative)
* Michelle Hasendonckx, iPath/ALSA Manager, OLAS Activity Director (Staff Council representative)
* Karina Hinojosa, Student representative
* Sean Kelly, Professor of Political Science (program chair representative)
* Jill Leafstedt, Executive Director - Teaching and Learning Innovations
* Ed Lebioda, AVP for Student Affairs, Wellness and Athletics
* Diane Mandrafina, AVP for Business and Financial Affairs/University Controller
* Jim Meriwether, Interim Dean for Arts and Sciences
* Amanda Quintero, Executive Director of Academic Student Success and Equity Initiatives
* Monica Rivas, Assistant Director of Academic Advising
* Dan Wakelee, Interim Provost

Members of the committee and subcommittees share responsibility for educating the campus community about goals and strategies required to achieve our targets. More specifically, members of the Graduation Initiative 2025 Committee presented to the various campus constituencies in ways designed to alleviate fears that the goals would be in contrast to the mission of the university. In particular, care was taken in messaging to emphasize that the initiative was not in any way an effort to lower academic standards, and that a primary goal of Graduation Initiative 2025 was to reduce and then eliminate the barriers to success that impact underserved students so that all students could achieve at the same high levels regardless of their race or ethnicity. Consistent messaging in campus global emails, newsletters and other publications and in presentations has been central to the 2025 effort. Members of the Committee presented on the Initiative to the opening Spring 2017 All Faculty Meeting and a separate follow-up forum for all faculty; the staff council; the student government; the Provost’s Council, and a group of alumni. Global emails were sent to the campus community describing the 2025 targets and purpose, and this campus report and the full version of the student success plan will be shared with the campus community as well. In addition, a survey requesting input on administrative barriers was sent to all members of the campus community, not only informing them again of the initiative, but also soliciting feedback on ways to improve our policies and procedures. Finally, as an outgrowth of the Financial Subcommittee, a campus-wide forum on financial aid was organized to inform the campus on the financial issues faced by our students and the operation of the current financial aid system.

1. College Level Goals



1. **Success Metrics:**

Data analysis on student success, graduation rates, achievement gaps, and retention trends are key to the success of the Graduation 2025 effort. Members of the campus-wide committee have been working with the campus Institutional Research and Program Effectiveness (IRPE) Director Michael Bourgeois (a member of the 2025 Committee) and his staff to develop seven key data dashboards aimed at measuring and tracking data on core components of student performance and academic success. Each of these dashboards has been posted on a shared drive for members of the 2025 committee to review and analyze and these dashboards have also been shared with all academic program chairs and other interested members of the campus community in separate workshops. The dashboards complement the student success and preparedness dashboards that have been shared with us by the CSU Chancellor’s Office to create a relatively robust data environment for identifying trends and patterns in historic data and recognizing actionable items as additional data points are added over time.

In addition, we have appointed 15 representatives of academic programs to serve as data analysts looking at barriers, roadblocks and success stories in their particular areas. Each of these analysts has been charged with producing a report on key questions in their areas, with special focus on how curricular decisions have impacted past outcomes. They have been tasked to provide a set of recommendations for curricular and other discipline specific improvements by August 17, 2017 that will help us achieve our graduation goals.

The following dashboards are currently available for assistance in this project:

1. Graduation Rate Dashboard
2. Retention Dashboard
3. Extra Semester Dashboard
4. Degrees Conferred Dashboard
5. First Year Attrition Dashboard
6. Unit Load and Repeated Course Dashboard (W/DFW)
7. Faculty Dashboard

These data will allow us to:

1. Compare the average unit load for each cohort with the previous year cohorts to determine change over time.
2. Compare retention rates by cohort over time for freshmen and transfers.
3. Compare growth in course sections relative to demand.
4. Evaluate success of graduation initiative efforts at reducing the number of 4.5 year freshmen graduate and 2.5 year transfer graduates.
5. Track achievement gaps across all cohorts.
6. Track units to degree for each academic major

Examples from some of the dashboards are included below. The 2025 committee will review progress towards meeting all of the success metrics in our campus goals on a semester basis, and review data on the performance of the measures recommended in this report to make necessary adjustments to achieve our goals.

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| **4-Year Graduation Rate** | | |  |  |  |  |  |  |
| **FTFT Cohort** | **N** | **Graduated in 4 Years (%)** | **Graduated in 4 Years in Program of Matriculation(%)** | **Graduated in 4 Years in College of Matriculation (%)** | **Graduated in 4 Years (N)** | **Graduated in 4 Years in Program of Matriculation (N)** | **Graduated in 4 Years in College of Matriculation (N)** |  |
| Fall 2005 | 375 | 27% | 15% | 21% | 100 | 55 | 79 |  |
| Fall 2006 | 450 | 23% | 13% | 19% | 105 | 57 | 86 |  |
| Fall 2007 | 512 | 21% | 10% | 17% | 106 | 50 | 85 |  |
| Fall 2008 | 525 | 27% | 13% | 23% | 143 | 70 | 119 |  |
| Fall 2009 | 483 | 25% | 14% | 19% | 119 | 66 | 93 |  |
| Fall 2010 | 516 | 25% | 12% | 21% | 128 | 60 | 108 |  |
| Fall 2011 | 602 | 26% | 14% | 21% | 154 | 87 | 129 |  |
| Fall 2012 | 732 | 24% | 12% | 21% | 174 | 91 | 154 |  |
| **Grand Total** | **4195** | **25%** | **13%** | **20%** | **1029** | **536** | **853** |  |
|  |  |  |  |  |  |  |  |  |
| **6-Year Graduation Rate** | | |  |  |  |  |  |  |
| **FTFT Cohort** | **N** | **Graduated in 6 Years (%)** | **Graduated in 6 Years in Program of Matriculation (%)** | **Graduated in 6 Years in College of Matriculation (%)** | **Graduated in 6 Years (N)** | **Graduated in 6 Years in Program of Matriculation (N)** | **Graduated in 6 Years in College of Matriculation** |  |
| Fall 2005 | 375 | 54% | 26% | 43% | 204 | 99 | 160 |  |
| Fall 2006 | 450 | 52% | 24% | 40% | 232 | 110 | 182 |  |
| Fall 2007 | 512 | 52% | 24% | 42% | 267 | 122 | 216 |  |
| Fall 2008 | 525 | 62% | 27% | 49% | 325 | 140 | 258 |  |
| Fall 2009 | 483 | 58% | 27% | 45% | 280 | 129 | 217 |  |
| Fall 2010 | 516 | 59% | 24% | 48% | 304 | 126 | 246 |  |
| **Grand Total** | **2861** | **56%** | **25%** | **45%** | **1612** | **726** | **1279** |  |
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| **Graduation Year** | **Degrees Conferred (N)** | **Multiple Majors** | **Multiple Degrees** | **Median Time to Degree (in Years)** | **Mean GPA** | **Mean Total Units** | **Total Units Less Than 135 (N)** | **Total Units 135-149.99 (N)** | **Total Units 150 and Over (N)** |
| 2003-04 | 171 | 2 | 0 | 2.00 | 3.21 | 133.80 | 116 | 29 | 26 |
| 2004-05 | 363 | 3 | 0 | 2.00 | 3.21 | 131.84 | 258 | 66 | 39 |
| 2005-06 | 460 | 3 | 0 | 2.50 | 3.16 | 131.38 | 338 | 79 | 43 |
| 2006-07 | 517 | 6 | 0 | 2.50 | 3.18 | 132.19 | 368 | 82 | 67 |
| 2007-08 | 571 | 9 | 3 | 2.50 | 3.16 | 133.55 | 375 | 120 | 76 |
| 2008-09 | 552 | 19 | 8 | 2.50 | 3.16 | 133.88 | 363 | 114 | 75 |
| 2009-10 | 651 | 17 | 4 | 2.50 | 3.17 | 134.67 | 418 | 130 | 103 |
| 2010-11 | 609 | 23 | 12 | 2.50 | 3.18 | 134.87 | 387 | 118 | 104 |
| 2011-12 | 654 | 15 | 7 | 2.00 | 3.17 | 134.59 | 423 | 124 | 107 |
| 2012-13 | 715 | 25 | 8 | 2.50 | 3.14 | 134.32 | 464 | 133 | 118 |
| 2013-14 | 877 | 12 | 3 | 2.50 | 3.15 | 134.29 | 559 | 187 | 131 |
| 2014-15 | 1014 | 14 | 5 | 2.50 | 3.14 | 134.33 | 641 | 215 | 158 |
| 2015-16 | 1080 | 16 | 6 | 2.00 | 3.12 | 133.96 | 712 | 203 | 165 |
| **Grand Total** | **8234** | **164** | **56** | **2.50** | **3.16** | **133.86** | **5422** | **1600** | **1212** |



1. See *The Future of the University of Nevada, Reno: The Commission Report* at: <http://www.unr.edu/facultysenate/commission/Report/Final%20Commission%20Report.pdf> [↑](#footnote-ref-1)